**Unit Plan**

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| **Department:** | | **World Languages** | |
| **Course:** | | **Spanish 3** | |
| **Theme:** | | **Consumerism** | |
| **Topic:** | | **The Pursuit of Happiness** | |
| **Learning Scenario** | | Students will explore the practices and effects of consumerism in their own country and compare them to Spanish speaking countries. Students will discuss the economic impact of consumerism and the media’s role in affecting the market. Students will identify habits of responsible citizens and justify the differences between needs and wants. | |
| **Standard(s):** | |  | |
| **Desired Results** | | | |
| **Understandings** | |  | |
| **Essential Questions** | | What is my role in the global economy?  How do the media influence consumer choice? | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
| Compare self with someone else | | |  |
| Identify habits of a responsible and irresponsible citizen | | | Future, present subjunctive(🡨 U3); vocabulary |
| Analyze media | | | Vocabulary (U2L2) |
| Describe and justify needs and wants | | | Subjunctive, vocabulary |
| Market a product using multimedia | | | Subjunctive |
| **Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive |  | | |
| Interpersonal |  | | |
| Presentational | Invention project | | |
| **Formative Assessments** | | | **Other Summative Assessments** |
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| Learning Activities | | | |
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| Resources | | | |
| *La tristeza del maya* pg. 194 in *Avancemos 3*  <https://sites.google.com/site/musicalspanish/manu-chao/el-contragolpe> (has some future) | | | |